

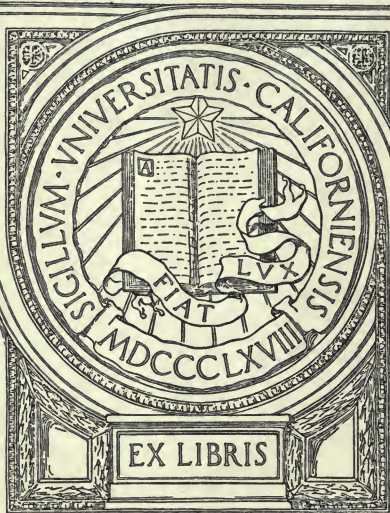
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Boy Life *and* Organized Work With Boys

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CLASSIFIED BIBLIOGRAPHY

OF

BOY LIFE

AND

ORGANIZED WORK WITH BOYS

BY J. T. BOWNE

LIBRARIAN INTERNATIONAL Y. M. C. A. TRAINING SCHOOL
SPRINGFIELD, MASS.



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GENERAL

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The Secretary, the Board and Self-Culture

William D. Murray, Vice Chairman International Committee

I have always been thankful that it has been my good fortune to be thrown so much in the company of workers in the Young Men's Christian Association, and of them all there is no class whose friendship I prize more highly than that of the men who are working with our boys; with those who are at the age "when failure is not final disaster." I write, therefore, not to find fault with these men, but because our boys' secretaries are such a fine lot of men that I do not want to see them degenerate; and I am forced to write because some one should speak out and call attention to the existing conditions.

From my contact with these secretaries I have gained the impression that many of them do not read or study much after entering upon actual work. A recent investigation confirms this impression. One writes, "I am not at all satisfied with the progress I have made in 1905 in regard to personal study." Another, "I am very much ashamed to say that I read only a mighty little," and so it goes.

But it is equally clear that a secretary should read and study and take time for personal culture. The reasons

for this are abundant. His work is among those who are keen to detect shallowness and ruthless in exposing it. Again, in a new and growing work, such as boys' work, we need men who can create, men of originality, men who have visions, and these characteristics are not found in men who are narrow or ignorant. As one secretary put it, "No boys' secretary can hope to reach the head of his profession unless he keeps up with the times and no man can keep up with the times unless he is willing to put in a lot of time in hard study; not only along the line of association problems but also along a general line that will enable him to converse with the ordinary business man or high school student intelligently." I like that word "profession." If these secretaries would dignify their occupation more there would be less need of this article.

It is clear also that secretaries should read and study *now*. They will never have a better time. They are mostly young men and youth is the time of importation; later on we export. It is in our early years that we go to school and college, it is then that the mind lends itself most readily to acquisition, and while no man ought to think of the time when he will cease to read and study and learn, the early years of manhood are the best years for this purpose. James, in his *Talks to Teachers*—a book all should read—says, "We say abstractly: I mean to enjoy poetry, and to absorb a lot of it, of course; I fully intend to keep up my love of music, to read new books that shall give new turns to the thoughts of my time, to keep my higher spiritual side alive, etc. But we do not attack these things *concretely*, and we do not begin *to-day*." Moreover if a man is going to draw out from his store, he must first put something in. Shakespere, perhaps, would have been as

great as he is without reading, for he was a creator; but the wise course for most of us is to conclude that we are not in his class. Some one has said, "One of the greatest perils in life is the danger of ceasing to import when education is over. The time comes to export, and the young man is apt to think that his store is inexhaustible. He goes on drawing from it until it comes to an end, and by that time he is so lazy, so impercipient, that he cannot see what has happened." Speaking of preparing for teaching, John Huntley Skrine says, in his splendid book, *Pastor Agnorum*, "I am less afraid that you will anger the muse of Teaching. For she is a wise muse and aware that *running water is the best to drink*; so she would have you water your flock with the sweet fountains of a mind that keeps itself alive, not with flat potations ladled from a butt."

If it be true that new things are let into the mind only by the ideas already in there; that we go from the known to the unknown; that we must seek always the point of contact, then it is evident that one who would teach and lead boys must read what the boys are reading. My youngster said to his mother the other night, "You haven't the spirit of Pinkey Perkins in you." Here was a new kind of spirit, clearly one which that boy admired, and how could he be understood, unless his parents had read "Pinkey Perkins, Just a Boy," the book which is now absorbing that boy's attention? Of course the best way of getting to know boys is by living with them in their play and in their work, in school and out, on Sundays and weekdays, but this means can be greatly aided by reading their own particular books. Nothing is so refreshing, although not always greatly edifying, as to live through the scenes they are going through in their young, active imaginations. It keeps a man young; it

brings him into the atmosphere of boyhood, and fits him to be a worker among boys.

But there is another class of books which boys' secretaries ought surely to read, and that is the books which their boys should read. So much of the reading boys do is worse than time wasted, and they *will* read. Our problem is to gradually wean them away from such literature, and in order to do it, besides knowing the books they are reading, we must know the books which can be substituted for them. And as the substitution can only be made gradually, this phase of the subject requires more reading than most busy secretaries can find time for; at least that is what they say. But no lawyer or doctor would say that, and the cases which boys' secretaries have to deal with are far more important than those which come to the physician or attorney. If the time cannot be found for this sort of preparation personally, there are now in nearly all cities librarians who can give abundant help along this line.

I have put these two classes of books first—books boys are reading, books boys ought to read—because I deem them as important as anything a secretary can read. I would place next the books which bear more or less directly on the life work of the secretary. There are many such now, and I do not need to name them. No man in any line of work can expect to succeed unless he makes it his business to get from everywhere the best ideas concerning his vocation. And the boys' secretary must grow or go. The procession is moving very fast across this field, and you who would be in it must keep moving. There is danger here, however, of reading nothing but technical books. I know a man who makes it a rule to read occasionally some very light books, just to break the continuity of the heavy reading he has to do.

This is not a bad plan. But it has its dangers too. More than one secretary with whom I have talked has confessed that most of his reading was confined to newspapers and magazines; in fact I fear that when we find here and there a secretary who does read, it will be found that very few even of these chosen ones have any objective in their reading. Every man ought to read for a purpose; he ought to have some subject outside of boys' work of which he is trying to get a fairly full knowledge. I don't think it makes much difference what the subject is, provided it is decent and pursued relentlessly. The subject ought to be changed every few years, or oftener, but an objective every reader ought to have. It was a great satisfaction to me to hear the other day of a boys' secretary who in one year had read Milton's *Paradise Lost*, Longfellow's *Hyperion*, and Tennyson's *In Memoriam*. He had an objective. Such cases are full of hope. The words of a celebrated divine, speaking to theological students, might well be taken to heart by our secretaries. He said, "Ministers still read too narrowly * * * As both knowledge and culture furnish the staple of his thought, his range should be wide yet not lawless. In short, it should be determined by the university under the instruction of a specially competent teacher. Of course one can now and then treat his soul to a carouse over Heine or Balzac; but reading is sacred business, and—let us venture to say—it is half of education."

Every man should have at least one author with whom he is especially intimate. Here the choice should be made with extreme care, and I should say that such a friend ought to be one of the great poets. It seems to me that the poets have a fuller inspiration than other writers. Whoever one chooses will have written com-

paratively few books, great writers do not write much, so that it is possible to possess all of their books,—some of them might be in delightful soft leather binding, about the right size to slip into the pocket when starting off for an afternoon out of doors. With such an author, as the years go by, one can become well acquainted, and get the benefit of the great thoughts which God has revealed to the world through him. Robertson Nicoll, that omnivorous reader, editor, theologian, and discoverer of literary stars, says, "I should say that every year a man who has to give forth should take up the study of a ruling mind and submit himself to the spell. He should read every book of the author, and every book about him on which he can lay hands. If I may venture to adduce a personal experience, I should like to speak about the year I spent with Goethe. In many respects it was the most pregnant year of my life. It made the greatest difference to my views of the world and of destiny."

In all this I have said nothing about the reading and study of the Bible, because that is presupposed; every secretary will, of course, have a period in each day for Bible study.

But the cry goes up, "There is no time." This is not true. You who would say this have as many hours in the day as anybody. It is said of the sculptor, W. W. Story, that he would spend the day among his marbles and his evenings in social intercourse, till people wondered when he found time to read. They understood when they learned that it was his habit to go to his own room at twelve every night and read until three. I am not advising any one to follow Story's example, but time can be found when the thing to be done is deemed of sufficient importance. The difficulty, I think, is not

lack of time but misuse of time. One successful secretary says, "The Association needs to make no provision for the boys' work secretary's study. It lies with himself whether or not he takes time for intellectual and bodily exercise." This man is, perhaps, too optimistic.

If the boys' work secretary ought to read and study and attend to his own personal growth; and wants to read, and does not read, who is to blame for it? Partly the man himself, but mostly, I think, the Association that binds him hand and foot, that asks him, in addition to his regular duties, to be janitor, physical director, and assistant secretary, while he helps to increase the membership and incidentally looks after the finances. We compel him to misuse his time. The angel Gabriel would not succeed amid such a multiplicity of duties. We are really asking these men to make bricks without straw, and no wonder they are restless and praying for some Moses to lead them out of bondage into the promised land where they can do boys' work. Fellow members of boards of directors, it is a very poor investment for us to select a man because he is adapted to this supreme effort of the Association and then treat him as we do. Don't overload him; give him a chance to get away from the work. Don't imagine that he has had a vacation after he has spent a month at a boys' camp. Have some reasonable rules about his hours at the building. But the best of rules don't help much unless we who are in control see that it is possible for the secretary to live up to them.

Athletes fear that they will go stale, or that the drudgery of the training process will become nauseating. There is the same danger in any absorbing, continuous work. And so we find men who are in training indulging in seemingly frivolous games, just to break the

monotony in the grind of things. So our secretaries must get away from the strain of their work. The bow must unbend. It is said that fine steel instruments which are in constant use grow sharper if laid aside for a season. The molecules seem to rearrange themselves when the strain of use is off. It would be a good thing if we gave our men a chance to rearrange their molecules. James Russell Lowell makes his Yankee farmer say:

"I love, I say, to start upon a tramp,
To shake the kinkles out o' back and legs,
An' kind o' rack my life off from the dregs
Thet's apt to settle in the buttery hutch
Of folks that follers in one rut too much—
Hard work is good and wholesome, past all doubt;
But 't ain't so, if the mind gits tuckered out."

And right here may be one reason why more college men are not drawn into this life work which should be so attractive to them. I am sure it is not because they dread work; most of them have demonstrated that long hours merely do not frighten them. What they fear is getting into a place where there is no opportunity for growth and self-culture. I am reminded of one boys' secretary, a college graduate, who said, "Six days in the week I leave home at half-past eight in the morning and get back at half-past ten at night, and I am so utterly exhausted that I could not read solid books if I had them." Fellow directors, we will not get this class of men into our service until we see to it that they have time for recreation and personal culture. It will not do for us to sit down and lament the fact that college men are not entering Association work, until we

have done more to make the college man's life, with its tastes and longings, at least endurable in the work.

There is a good suggestion for us in the plan now in operation in one of our successful boys' departments. There, each secretary has his time divided into three parts, morning, afternoon and night. He is expected to work during only two of these periods each day, and has the third for rest, study and recreation. Of course this cannot be a cast-iron arrangement, but with a little care and forethought on the part of the general secretary it can be a great improvement on the usual haphazard method so generally in use. Give them a chance to spend some time each day in the presence of great things; to see some inspiring pictures; to hear some grand music; to read some great books. The Princess in Tennyson's poem, showing her new scholars through the college buildings, with their pictures and sculptures, said very truly:

"Dwell with these, and lose
Convention, since to look on noble forms
Makes noble thro' the sensuous organism
That which is higher; O lift your natures up."

I have heard it said that many of those who write musical criticisms for the press cannot play a note on any kind of instrument, and it seems strange that people will listen to them. Now, I am not the secretary of boys' work anywhere, and I doubt whether I would make out very well if I tried to be one; but I have charge of a very small boy's department, one little bright-eyed youngster, who, I am proud to say, will sit beside me for an hour and do nothing and declare that he has had a "bully good time." Him I am trying to bring up in

the nurture and admonition of the Lord; and I imagine that the feelings of a boys' secretary towards the boys entrusted to him are not very different from those I bear toward my boy. I am sure they ought not to be, for there is nothing in all this world more precious than a boy: that bundle of possibilities looking up to us for guidance and following so closely our examples; let no man deem any effort too great to qualify himself for this blessed service of leading a boy to God.

Classification and Bibliography of Boy Life and Organized Work with Boys

By J. T. BOWNE, Librarian Int'l Y. M. C. A. Training School,
Springfield, Mass.

The rapid increase of studies regarding the conditions and needs of boy-life, as well as of methods employed in organized work among boys, has led to a demand for the accessible material on these subjects.

This list consists of some four hundred and fifty titles, fifty of which are those of books and the others magazine articles.

I have sought to include only books and articles having a *real reference value* to the worker among boys. The American periodicals include among others, *The Pedagogical Seminary*, Worcester, Mass., 1891-1905; *Association Boys*, New York City, 1902-1905; *How to Help Boys*, Fall River, Mass., 1901-1905; *The Association Outlook and Seminar*, Springfield, Mass., 1897-1905.

During the classification I have been repeatedly surprised at the wealth of material on many phases of the subject, and I hope the list may prove helpful to ministers, missionaries, teachers and settlement workers, as well as to all directors of boys' work.

The classification will be useful in arranging not only books, but periodicals, circulars, notes, photographs, newspaper cuttings, samples, etc. If used in connection with Dewey's Decimal Classification, this scheme may be inserted perhaps under Pedagogy, care being used to have the letter B precede each number in order to distinguish it from the same number used with other subjects in the Decimal Classification.

Classification

- B100 Boyhood.** Largely studies of conditions and needs.
- B110 **CHILD STUDY.**
- B111 Play instinct.
- B120 **BOY LIFE AND CHARACTER**—including adolescence.
.1 biographies—*real* life.
- B121 Physical development.
- B122 Mental development. (See also B215 and B220.4)
.2 reading.
- B123 **MORAL AND RELIGIOUS DEVELOPMENT**—including ethical relationships and degeneracy.
.1 religious life; .2 home and family; .3 citizenship; .4 employers; .5 amusements; .6 sex life (see also B121); .7 temperance; .9 degeneracy—incl. immorality and criminality.
- B124 Social development.
.1 group instinct; .2 social ethics
- B129 Special classes of boys.
.1 school boys (see also B122); .2 working boys;
.3 street boys.

B200 Organized Work for Boys. Methods.

- B210 **BOYS' DEPARTMENT OF Y. M. C. A.**
.1 conferences; .2 relationships; .3 policy; .4 extension; .5 buildings, rooms and furniture.
- B211 **Organization.**
.1 by-laws; .2 managers; .3 committees; .4 membership; .5, boys' work director.
- B212 **Business management**—finances, advertising, etc.
- B214 **Religious agencies.**
.1 Bible study; .2 religious meetings; .3 missions.

- B215 **Educational agencies.**
 .1 books and reading; .2 classes and clubs.; .3
 lectures and talks; .4 debate.
- B216 **Social agencies.**
 Musical and other social clubs, etc.
- B217 **Physical agencies.**
 .1 athletics and gymnastics; .2 outings; .3 camps.
- B220 **OTHER RELIGIOUS ORGANIZATIONS.**
- B230 **BOYS' CLUBS.** Largely social.
 .1 organization (see also B211); .2 business man-
 agement; .3 moral and civic (see also B123);
 4 educational; .5 social and musical; .6
 athletics and gymnastics; .7 outings and camps;
 .8 thrift.
- B240 **OTHER ORGANIZATIONS OF BOYS.**

B400 Training and Reform Methods.

- B410 **RECREATION.**
- B411 **Playgrounds.**
- B412 **Outings.**
- B413 **Camps.** (See also B217.3)
- B420 **VACATION SCHOOLS.**
- B430 **SOCIAL SETTLEMENT WORK FOR BOYS.**
- B440 **INDUSTRIAL HOMES AND COMMUNITIES.**
- B470 **SUPPRESSION OF VICE.**
- B480 **JUVENILE COURTS.**
- B490 **REFORMATORIES.** (See also B440)



Classified Bibliography

ABBREVIATIONS.

- | | |
|---|---|
| Amer. Jour. Sociol.—American Journal of Sociology. | Int. Com.—International Committee. |
| Am. Phys. Ed. Rev.—American Physical Education Review. | Men.—Association Men. |
| Assn. Boys—Association Boys. | Nat.—National. |
| Assn. Outlook—Association Outlook. | N. E. A.—National Education Association Reports. |
| Assn. Sem.—Association Seminar. | Ped. Sem.—Pedagogical Seminary. |
| Char. and Cor.—Charities and Corrections. | Pop. Sci. Mo.—Popular Science Monthly |
| Conf.—Conferences. | R. E. A.—Religious Education Association reports. |
| Conv.—Conventions. | Sci. Amer.—Scientific American. |
| Ed.—Editorial. | Y. M. Era—Young Men's Era. |
| H. H. Boys—"Work with Boys," formerly "How to Help Boys." | I:316—Volume 1, page 316. |

B 100 Boyhood. Largely studies of conditions and needs.

B110 CHILD STUDY. B111 Play instinct.

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INDEX

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Ackerman, E. G., History boys department. B210.
Adams, Brewster, The Street Gang. B120.3.
Adams, J. H., The practical boy. B215.
Adams, Myron, Probation Court System. B480.
Addams, Jane, Companionship vs. loyalty. B124.1.
Adolescence, B120.
Advertising Y. M. C. A. B212.
Aldrich, T. B., Story bad boy. B120.1.
Allen, E. K., Religious life. B123.1.
Alexander, W. M., Oakland "Aloha Club." B230.
Amusements. B123.6.
Anderson, W. G., Chautauqua boys club. B230.
"Association Boys." B210.
"Association Seminar," B120.
Athletic leadership. B217.1.
Athletics, Boys Clubs. B230.6.
Athletics, Y. M. C. A. B217.1.
Atwater, G. P., Camping Tour. B413.
Baldwin, J. M., Mental Development. B110.
Balliet, T. M., Instincts and Education. B122.2.
Bartlett, G. C., Test of Success. B220.
Bascom, H. W., Newton Glee Club. B216.
Bates, W. C., Supplementing School. B230.
Beede, V. V. M., Settlement Club. B420.
— Settlement boys club. B230.
Benner, E. A., Country School and Camp. B413.
Bible Classes, Should Boys teach? B214.1.
Bible Study, Y. M. C. A. B214.1.
Biographies of boy-life. B120.
Biographies, entertaining. B122.2.
Bivin, G. D., Buffalo "Wild Indians." B216.
Bloomfield, Meyer, The Jewish boy. B123.2.
— Training in Citizenship. B123.3.
Boardman, J. R., County Work. B210.4.
Bolt, R. A., Detroit Juvenile Offenders. B480.
Bonser, F. G., Chums. B124.1.
Book, W. T., Why pupils drop out. B122.
Books, Y. M. C. A. B215.1.
Booth, A. O., Bent-iron work club. B215.2.
Boyhood. B100.
Boy life and character. B120.
Boys brigades. B220.
Boys Clubs. B230.
Boys Dept., Y. M. C. A. B210.
Boys' Work Director. B211.5.
Bourne, O. E., Boys Club. B216.
— Polo League. B217.1.
"Brigade Boy." B220.
Brockman, F. S., Morals of Students. B123.6.
Brown, A. W., Municipal athletics. B217.1.
Brown, E. G., Care of a camp. B217.3.
— Development of character. B120.
Brown, L. E., Industrial Association. B230.
— The Working Boy. B120.2.
Brown, L. E. L., Self Government. B211.1.
Browne, T. J., Clan or gang instinct. B124.1.
Brace, C. Loring, Homeless boys. B120.3.
Buck, W., Self Governing Clubs. B230.
— Voluntary Clubs. B230.
Buckalew, F. R., Nickel fiction. B122.2.
Budd, G. S., Boy who earns living. B120.2.
Burdette, R. J., Before he is twenty. B123.
Burk, C. F., the collecting instinct. B120.
Burk, F. L., Teasing and bullying. B120.
Burnham, W. H., Adolescence. B120.
Burr, H. M., Boy idealist. B120.
Burrows, A. A., United boys brigade. B220.
Burt, H. F., The club and home. B430.
— How to start camp. B413.
Building, Y. M. C. A. B210.5.
Bushnell, Horace, Christian nurture. B123.1.
Business Management, Boys Clubs. B230.2.
— Y. M. C. A. B212.
Butler, T. J., Catholic organizations. B220.
By-laws, Y. M. C. A. B211.1.

Calkins, R., Municipal playgrounds. B411.
 Camp Conference. B217.3.
 Camp. Painesville winter. B217.3.
 Camps, Boys Clubs. B230.6.
 — General. B413.
 — Private. B413.
 — Y. M. C. A. B217.2.
 Canfield, J. H., The Y. M. C. A., and boys. B210.
 Chamberlain, A., Group instinct. B230.
 Chamberlain, A. F., The Child. B110.
 Chapin, W. H., Boys Dept., Y. M. C. A. B210.
 — Lake George Conference. B210.
 — Organization Boys Dept. B211.
 "Charities and Commons." B400.
 "Charities and Corrections," Reports of. B400.
 Chase, John H., Street games. B129.3.
 Chesley, A. M., Amateur Show. B217.
 — Swimming Pool. B217.1.
 Chew, T., Boys Clubs and Y. M. C. A.'s. B230.
 — City Boys Clubs. B230.
 — Reaching entire family. B230.
 — Street Boys Clubs. B230.
 — Supervision and fellowship. B230.
 Child Study. B110.
 Church Boys Clubs. B220.
 Cigarettes. "Coffin nails." B123.7.
 Citizenship. B123.3.
 Civics, Boys Clubs. B230.3.
 Civics. B123.3.
 Clark, K. U., Bringing up boys. B123.2.
 Clark, W. A., Handicraft. B230.4.
 — Social settlement plan. B430.
 Classes, Educational, Y. M. C. A. B215.2.
 Clubs, Educational, Y. M. C. A. B215.2.
 — small in boys dept. B216.
 — Social, Y. M. C. A. B216.
 Coe, G. A., Gang instinct. B123.1.
 — Y. M. C. A. and boys. B210.
 Colton, E. T., A missionary call. B214.3
 — Work in Orient. B214.3.
 Committees, Y. M. C. A., B211.3.
 Comstock, A., Traps for the Young. B470.
 Conferences, Y. M. C. A. B210.1.
 Conradi, E., Words and Slang. B120.
 Cook, D. C., Gospel for Boys. B123.1.
 Cook, J. W., Institute on boys work. B210.1.
 Cooley, C. C., City and the boys. B440.
 Cooper, W. K., Religious work. B214.
 Courts, Juvenile. B480.
 Crackel, M. D., Associations and settlements. B430.
 — Cleveland Rough Riders. B217.2.
 — Periodicals for Boys. 122.2.
 — Work in Cleveland. B210.
 Craigie, Mary E., Books for camp. B122.2.
 — What Libraries might do. B122.
 Criminality. B123.9.
 Crissey, F., Country boy. B120.1.
 Crosby, F. A., Camera Club. B216.
 — Transformation of gang. B217.1.
 Culver, W. H., Pastor and the Boy. B123.1.

Cunningham, C. F. W., Camps for boys B217.3.
 Dana, J. C., One hundred books. B122.2.
 Davey, J. J., Boy Christian. B123.1.
 Davis, O. S., Endeavor movements. B220.
 — One dime novel. B122.2.
 Davis, W. H., Books of Bible. B214.1.
 — Making Bible interesting. B214.1.
 Dawson, G. C., A boy's religion. B123.1.
 — Interest in the Bible. B123.1.
 — Youthful degeneracy. B123.9.
 Day, George E., Malden Military Choir. B216.
 Day, W. E., Gymnasium Clothing. B217.1.
 Debate, Y. M. C. A. B215.4.
 Degeneracy. B123.9.
 Denver Juvenile Court. B480.
 Diack, W. T., Older boys meetings. B214.2.
 Dike, S. W., Home and social work. B123.2.
 Director of boys work. B211.5.
 Doggett, L. L., Boys Secretaryship. B211.5.
 Drummond, H., Boys Brigade. B220.
 Dunn, R., Games of street boy. B129.3.
 Educational agencies, Boys Clubs. B230.4.
 — Y. M. C. A. B215.
 Ellis, G. H., Fetichism. B123.1.
 Employed boys. B129.2.
 Employers, Relation to. B123.4.
 Endeavor Societies. B220.
 Esher, F. N., Parents meetings. B200.
 Ethical Relationships. B123.
 Ethics. B123.2-7; 124.2; 230.3.
 Extension, Y. M. C. A., B210.4.
 Fallows, A. K., Temptations to be good. B129.3.
 Family relations. B123.2.
 Finances, Y. M. C. A. B212.
 Fisher, G. J., Athletic League. B217.1.
 — Church Athletic League. B220.
 Fitts, A. E., Consciousness of God. B123.
 Flood, I. P., Raising money. B212.
 Flynn, R. L., B217.1. Fencing Club. B217.1.
 Forbush, W. B., Being a Godparent. B120.
 — Books and firelight. 122.2.
 — Books on boys. B122.2.
 — Boy Problem. B120.
 — (and others) Boys reading. B122.2.
 — A boy's religion. B123.1.
 — Directory of work with boys. B 200.
 — Education of Princes. B120.
 — Family camps. B413.
 — Helping Church Boys. B220.
 — Knights of King Arthur. B220.
 — Needs of Endeavor Societies. B220.
 — Outdoors with boys. B413.
 — Small Boys clubs. B230.
 — Social pedagogy. B124.
 — Some boys. B120.

Forbush, W. B., Sunday School Teaching.

B123.1.

— Tastes in reading. B122.

— Ten Years work. B230.

Ford, F. G., The Vacation School. B420.

Fox, H. F., Child saving agencies. B400.

French, L. H., Parole system. B490.

Fryer, E. M., Boy hero. B120.1.

Furniture, Y. M. C. A. B210.5.

Gang Instinct. B124.1.

George Junior Republic. B440.

Gibbons, W. F., Industrial Association.

B440.

Gibson, E. J., Influence of boys clubs.

B230.

Gibson, H. W., Phi Alpha Pi. B216.

Gignilliat, R. L., Military Method. B122.

Gilkey, C. W., High school problem.

B120.1 and B200.

Goodman, F. S., Bible Study for boys.

B214.1.

Goodrich, L. B., Manual Training club.

B230.4.

Goodsell, C. G., Electricity for boys.

B215.2.

Grant, P. S., Good word for boys. B220.

Gray, J. H., Boy Problem. B120.

Green, J. R., Physiological progress.

B121.

— Group instinct. B124.1.

Gulick, L. H., Adolescent boyhood.

B120.

— Group games. B124.1.

— Muscular exercises. B121.

— Organizing instinct. B120.

— Public Schools Athletic League.

B240.

— Religion of boys. B123.1.

— Sex and religion. B123.1.

— Studies of boys. B210.

— Gymnastics, Boys Club. B230.5.

— Y. M. C. A. B217.1.

Hale, E. E., A boys club. B230.

— New England boyhood. B120.1.

— Early Boys Clubs. B230.

— Life in Open Air. B123.

Hall, G. S., Adolescence. B120.

— Bashfulness. B120.

— Boy Life in a Massachusetts town.

B120.1.

— Children's lies. B123.

— Fundamentals of Sunday School.

B123.1.

— Early memories. B120.1.

— How to help boys. B120.

— Moral and religious training. B123

— Sand pile, story of. B411.

Hall, H. S., Treatment of bad boys. B140.

Harter, Lloyd E., Fall River Work. B230.

Hartranft, C. D., Personality in work.

B230.1.

Hawthorne, J., Books and children. B122.

Heath, D. C., Boys Reading. B122.

Hebrew boys clubs. B230.

Heck, W. H., Working boys clubs.

B120.2.

Henderson, C. H., The day's program.

B413.

Henderson, C. R., Home and religion.

B123.

— Social settlements. B430.

Hepburn, Wm. M., Small town dept.

B210.

Hervey, W. L., Memory work. B123.1.

Hewins, C. M., Books for boys. B122.2.

Hinkley, G. W., Dan MacDonald.

B120.1.

— Good Will Home. B440.

— Sex instruction. B123.6.

Hirsch, W. F., Summer School. B215.2.

Hodge, G. B., Educational features.

B215.

— McBurney Memorial cup. B214.1.

Hollis, I. W., Summer vacations. B410.

Home, relations to. B123.2.

Hope, A. R., About boys. B120.

Houston, E. J., Boys. B120.

— Federating church clubs. B220.

— Raw material. B210.

“How to Help Boys.” B120.

Howe, G. R., Norway boys club. B230.

Howell, W. D., A Boy's town. B120.1.

Hubbard, P., Church boys clubs. B220.

Hughes, Thos., Tom Brown's Schooldays.

B120.1.

Immorality. B123.9.

Industrial homes and communities. B440

Jackson, B. B., Relation to Schools. B122.

Jameson, A. A., Basket ball league.

B217.1.

— Hustling Club. B214.2.

Jenkins, E. F., Youthful vendors. B129.2

Jessop, W., Canoe building. B217.2.

Johnson, G. E., Helping boys through

play. B111.

— Play. B110.

Johnson, J., Rudimentary society. B440.

Johnson, J. H., Savagery. B120.

Jordan, R. A., Small city boys club. B230.

Jump, H. A., Country boy. B120.

Juvenile Courts. B480.

Kaighn, E. B., Religious Education.

B214.

Kaighn, R. P., Work of Junior depts.

B210.

Kelley, F., Boy labor. B129.2.

— Working boys. B129.2.

— City History Club. B230.3.

Kenngott, G. F., Endeavor Society for

boys. B220.

Kidner, R., Useful school houses. B411.

Kinkead, T. L., Working boy. B129.2.

Kline, L. W., Juvenile ethics. B123.

Knight, G. H., School gardens. B410.

Koons, W. G., Child's religious life. B110.

Lancaster, E. G., Psychology of Adoles-

cence. B120.

Landrith, Ira, Religion and the home.

B123.1.

Langdon, W. C., Juvenile City League. B230 and B240.
 Law, M. W., Our Ishmael. B230.
 Layard, E. B., Religion in Boyhood. B123.1.
 Lectures, Y. M. C. A., B215.3.
 Lee, J., Constructive philanthropy. B400.
 Lee, Joseph. Crime or Sport? B120 and B411.
 Leland, A., Public playgrounds. B411.
 Library Work. B215.1.
 Lindsey, B. B., the gang and crime. B480.
 — Juvenile Court. B480.
 — "Mickey an' de Kids." B480.
 Literary Societies, Y. M. C. A. B215.4.
 Loder, C. S., Church boys club. B220.
 Logan, J. W., Jr., Endeavor Society. B220.
 McClintock, Mrs. W. D., Religious Education. B123.
 McClure, W. F., Cleveland Boys Club. B230.
 McCormick, W., How to start. B230.
 McKinley, C. E., Big boys and the church. B220.
 — Educational Evangelism. B123.
 Mackintire, A. B., "Captains of ten." B220.
 McLaughlin, C. A., Study of the street Boy. B129.3.
 Mallary, M. M., Correctional institutions. B490.
 Managers, Y. M. C. A., B211.2.
 Martin, E. S., Luxury of children. B123.2.
 Martin, G. M., Recreative games. B217.1.
 Martin H., St. Louis Club. B230.
 Mason, F. S., Boys Club work. B230.
 — City Boy in summer. B411.
 — Club leader. B230.1.
 — Theory and practice. B230.
 Masseeck, F. L., Boys Order of Knighthood. B230.
 — The Chivalric idea. B124.
 — Knights of King Arthur. B230.
 Mental Growth. B122.
 Merrill, L., Anti-cigarette legislation. B123.7.
 Methods. B200.
 Membership lapses. B211.4.
 Membership, New Type of. B211.4.
 Membership, Y. M. C. A. B211.4.
 Middleton, C., Prevention and cure. B230.
 Miesse, H. W., Lancaster Clubs. B216.
 Minnesota camp. B413.
 Missions, Y. M. C. A. B214.3.
 Mitchell, Max, Industrial league. B230.
 Money sense of children. B230.8.
 Monroe, W. A., Rights of children. B124.
 Moral development. B122.
 Morals, Boys Clubs. B230.3.
 Morgan, G. W., Hebrew Boys Clubs. B230.
 Morriss, W. H., Manual training. B215.2.
 Moulton, R. G., Telling Bible stories. B123.1.

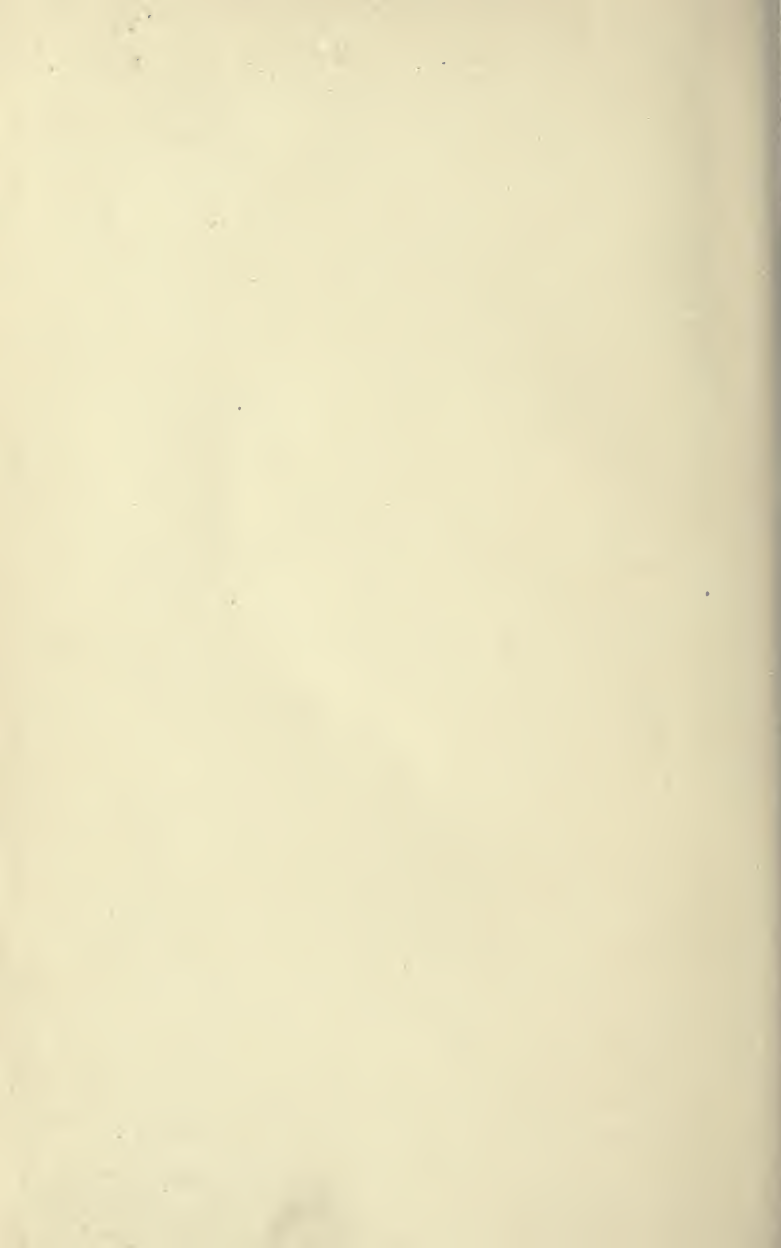
Murray, W. D., International boys work. B210.
 Music, Boys Clubs. B230.5.
 Music Social Y. M. C. A. B216.
 Mutch, W. J., Religious education. B123.1.
 National Educational Association. B122.
 Neeley, A. H., Boy craftsman. B215.
 Newman, B. P., Theory and practice. B230.
 Northrop, E. N., Police court. B480.
 — Savings. B230.8.
 Olcott, F. J., Boy's own library. B122.2.
 Oppenheim, Nathan, Working boy. B129.2.
 Organization, Boys Clubs. B230.1.
 Organization, Y. M. C. A. B211.
 Organized work. B200.
 O'Shea, M. V., Right physical start. B121.
 Outings, Boys Clubs. B230.6.
 Outings, general. B412.
 Outings, Y. M. C. A. B217.2.
 Page, A., Neighborhood centres. B230.
 — Work with boys. B200.
 Page, P. S., Gymnasium leaders corps. B217.1.
 Parker, P. F., Manly side of Christ. B214.1.
 Paton, J. B., Boys life brigade. B240.
 Peabody, E., Home and school. B129.1.
 Peabody, F. G., Home and the boy. B123.2.
 Peck, G. G., Seventeen seasons in camp. B217.3.
 Pedagogical Seminary. B120.
 Peixotto, S. S., Columbia Park Club. B230.
 Perry, W. A., High School boys. B210.
 Periodicals for Reading rooms. B215.1.
 Physical agencies, Y. M. C. A. B217.
 Physical growth. B121.
 Pier, A. S., St. Timothy's. B129.1.
 Pierce, D. T., Boys Clubs. B230.
 Playgrounds, General. B411.
 Play instinct. B111.
 Policy, A definite. B210.3.
 — Y. M. C. A. B210.3.
 Poole, Ernest. Newsboy wanderers. B129.2.
 Practical Talks, Topics for. B215.3.
 Pratt, A. P., Juvenile delinquency. B480.
 Pratt, Geo. D., S. S. Athletic league. B217.1.
 Pressey, E. P., Country boy. B120.
 Preyer, W., Mental development in child. B110.
 Prizes in boys depts. B210.
 Puffer, J. A., Boys gangs. B124.1.
 Purity. B123.6.
 Reading. B121.2.
 — Y. M. C. A. B215.1.

- Recreation, general. B410.
 Reed, D. A., Leader of boys. B230.1.
 Reed, Lucius B., Boys choir. B230.5.
 Reed, W. S., Outing services. B217.2.
 — Triangle Knights. B216.
 Reeder, R. R., Institutional children. B440.
 Reese, T. I., Public gymnasium. B411.
 Reform methods. B400.
 Reformatories. B400.
 Relationships, Y. M. C. A. B210.2.
 Religious development. B123.1.
 Religious meetings. Y. M. C. A. B214.2.
 Religious organizations other than Y. M. C. A. B220.
 Religious work, Y. M. C. A. B214.
 Rich, G. B., Work in Buffalo. B210.
 Rideout, M. B., Physical examinations. B217.1.
 Ridgeway, A. M., U and I Club. B216.
 Riis, J. A., Battle with the slums. B400.
 — A burglar's story. B123.9.
 — Children of the tenements. B400.
 — How the other half lives. B400.
 — The Street Boy. B129.3.
 Robbie, K. W., Study of Newsboy. B129.2.
 Robinson, C. C., Stamp Club. B216.
 Robinson, Mrs. C. C., Work in Trenton. B215.
 Robinson, E. M., Age grouping. B211.4.
 — The Association boy. B210.
 — Bible Class difficulties. B214.1.
 — Bible study examinations. B214.1.
 — Boys camps. B217.3.
 — Boys director. B211.5.
 — Entering Religious Life. B123.1.
 — Facts about Bible Classes. B214.1.
 — Grouping boys. B216.
 — Savages. B120.
 — Scope of boys dept. B210.
 — Spring and summer work. B217.2.
 — Work in Portland, Oregon. B210.
 Rooms, Y. M. C. A. B210.5.
 Sabin, E. L., A boy's love. B124.2.
 — When you were a boy. B120.1.
 Sanborn, A. F., Boys and clubs. B230.
 Sangster, M. E., Boy at parting of ways. B120.
 Sargent, J. F., Reading for the young. B215.1.
 Savage, W. L., Effect of Athletics. B121.
 Savings, Boys Clubs. B230.8.
 School-boys. B129.1.
 Scott, C. R., Raising money. B212.
 Scott, J. H., Social instinct. B124.1.
 Scudder, M. T., The civic idea. B123.3.
 See, E. F., Bible study leaders. B214.1.
 — Stereoscope in Bible Classes. B214.1.
 Seminar, Association. B120.
 Seton, E. T., Two little savages. B217.3.
 Settlement work. B430.
 Sex Life. B123.6.
 Shelton, D. O., Bible Classes. B214.1.
 Shurtleff, G. K., Work of the future. B210.
 Smith, E. S., Boys own Library. B122.2.
 Smith, H. L., Affiliation of Clubs. B210.2.
 — Games for boys. B217.1.
 Smith, L. B., San Francisco Working Boys. B215.2.
 Smith, T. L., Adolescent affection. B124.2.
 — Obstinacy and obedience. B122.
 Social Agencies, Y. M. C. A. B216.
 Social development. B124.
 Social ethics. B124.2.
 Social life, Boys Clubs. B230.5.
 Spence, W. H., Church Camp. B413.
 Spenser, A. G., The boy laborer. B129.2.
 Sperry, L. B., Formative influences. B121.
 Spetz, Andrew., The city gang. B124.1.
 Spy, R., Canadian tour. B217.2.
 Stall, S., What a boy ought to know. B121.
 Starbuck, E. D., Civic responsibility. B123.3.
 Stelzle, Chas., Boys of the street. B129.3.
 — Boys clubs. B230.
 — The boy's Club. B230.
 Street, J. R., Moral Education, B123.
 Street boys. B129.3.
 Street Boys Clubs. B129.3.
 — List of. B230.
 Streeter, S. P., Probation and results. B480.
 Sullivan, J. E., Physical exercise. B217.
 Sully, Jas., Studies of childhood. B110.
 Swift, E. J., Criminal tendencies. B123.9.
 Tabor, A. O., Country boy. B120.
 Talbot, W. T., Physical abnormalities. B121.
 Talks, Y. M. C. A. B215.3.
 Tatum, J. F., Small Town work. B210.
 Temperance. B123.7.
 Terman, L. M., Psychology of leadership. B120.
 Thrasher, M. B., Government of boys. B440.
 Thrift, Boys Clubs. B230.8.
 Tompkins, J. W., A boy's love. B122.2.
 Tousey, F. S., Boys Brotherhood. B216.
 Towne, A. W., Clubs and public schools. B230.
 — Municipal Club. B230.
 Trumbull H. C., Doubtful practices. B123.5.
 Urwick, E. J., Boy life in cities. B120.
 Vacation schools. B420.
 Vawter, C. E., Southern boy. B122.
 Vice, Suppression of. B470.
 Vogt, V. O., Jr., Endeavor for boys. B220.
 Warner, C. D., Being a boy. B120.1.
 Warner, C. H., Team play. B211.
 Welfare work Conference. B400.
 Wendell, E. J., Boys Clubs. B230.

Ventworth, E. P., Juvenile reformatories. B490.
 Vestcott, A., Animal protective league. B400.
 Vetzal, W. A., Y. M. C. A., and schools. B210.
 White, W. A., Court of Boyville. B120.
 — Boyville stories. B120.
 Whitford, A. H., Why I believe in boys work. B210.
 Whitin, E. S., A common denominator. B230.
 — Teacher and Boys Clubs. B230.
 Williamson, E. E., Little street merchants. B129.3.
 Willis, F. L., Omaha Club. B230.

Winchester, C. T., Literature and religious education. B123.2.
 Wones, W. H., Furnishing rooms. B210.5.
 — Work in Newark, N. J. B210.
 Wood, E., Industrial School. B440.
 Wood, W. M., Administration, Boys dept. B211.
 Woods, R. A., Americans in process. B430.
 Woodrow, S. H., That Boy. B120.
 Woodell, A. A., A boys club. B230.
 "Work With Boys." B120.
 Working boys. B129.2
 Yoder, A., H. Boyhood great men. B120.





722

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